Newsletter

TPGES & PPGES – The Connections

The Teacher Professional Growth and Effectiveness System (TPGES) and the Principal Professional Growth and Effectiveness System (PPGES) are often seen as separate systems. However, they are really two parts of one system. One of the most critical pieces of the PGES is making connections between the two. By making connections, it becomes easier to see how the system can impact student growth and student success. The *Connections Talking Points* document demonstrates connections between the TPGES and the PPGES.

Reinventing the Professional Growth Plan

Kentucky's PGES is causing educators to re-think "The way we have always done things." The professional growth plan (PGP) process provides an opportunity for educators to set specific goals and create action plans for reaching those goals. It empowers the educator to direct his/her own professional growth through a written plan and to indicate how that growth will affect student learning.

The PGP process for both teachers and administrators begins with self-reflection. Principals reflect on the new Principal Professional Standards; teachers conduct a self-assessment of their teaching. Before looking to see what is considered proficient, a teacher should identify the indicators for each domain component in the *Kentucky Framework for Teaching* that best describe their teaching practice. Then, referring to the proficiency levels in the framework, the teacher will rate themselves based on their answers. The next step is for teachers to log in to CIITS and complete the self-reflection tool in EDS.

Next, the educator begins the important process of goal setting. The PGP goal is a collaborative effort between the educator and the supervisor and should be determined using a variety of valid data sources, including the educator self-reflection.

Another critical data source is the student growth goal (SGG) that has been set. Teachers should consider what they must learn and how they must grow professionally to successfully meet their SGG.

When developing PGP goals, educators should ask themselves:
1. What do I want to change about my practices that will effectively impact student learning?
2. How can I develop a plan to address my professional learning?
3. How will I know if I accomplished my objective?

The teacher PGP goal is housed in EDS. The complete PGP should outline strategies, materials/resources, target completion dates and ongoing reflections on progress toward the PGP goal. While strategies may be revised, the goal does not change once it has been agreed upon by the educator and supervisor. Read more about the Professional Growth Plan initial reflection process on the [PGES Professional Learning](#) Web page.

Announcing PGES Office Hours
Beginning next week, KDE will offer live "PGES Office Hours" via Lync. These sessions are opportunities for all educators to ask questions and/or participate in a discussion about PGES implementation as well as to hear from educators in other districts. Effectiveness coaches and PGES consultants will facilitate a discussion based on your questions or prompts. PGES Office Hours also are a great format for discussion after you view any of the archived TPGES sessions found within the Continuous Instructional Improvement Technology System (CIITS). We hope that you will take advantage of this opportunity to deepen your understanding of Kentucky's Professional Growth and Effectiveness System.

PGES Office Hours will be held on Tuesdays and Thursdays at 3:30 and 4:30 p.m. Eastern Standard Time starting Thursday, Sept. 26. Click on the "PGES Office Hours" link in all future *PGES Newsletters* to connect. To install Lync and communicate from any computer, go to your Web-based e-mail, [sign in](#) with your district e-mail account and choose "Install Lync." Once you have a camera and microphone installed, you will be able to connect to any Lync meeting.

Principal Observations Loaded in CIITS
Principal observation caseloads have been manually loaded into CIITS for the first observation window. These caseloads were loaded manually due to a technical issue where CIITS was not displaying all observers/observees. You can view your caseloads by hovering over the Educator Development banner and clicking My Observation Caseload under Tools & Reports. Details for the second observation window will be shared in the coming weeks.

Peer observations need to be set up using the Caseload Manager tool. Users with the appropriate permissions can access the Caseload Manager tool by hovering over the Educator Development banner and clicking Caseload Manager under Admin & Setup. There also is a [Quick Reference Card (QRC)](#) available for detailed steps on using the Caseload Manager tool.

Observations by district personnel are available to those users with the new custom role CIITS District Leadership (through Infinite Campus). Users with that role can observe teachers in their district without setting up a caseload. You will need to go to My Account, select the school where the observation will take place as the default institution, and click Save. When you hover over the Educator Development banner, you can click on My Observation Caseload under Tools & Reports. Here you will be able to start a New Observation for any teacher in the list. (Note: Observers from the district who do NOT have the CIITS District Leadership role should complete the form at the link below to have their caseload created).

If you are unable to see an observer/observee in the Caseload Manager tool, please go to http://tinyurl.com/PGESIssuesReport to report the issue, and a Schoolnet representative will confirm resolution within 24 hours.

CIITS Leadership Custom Roles Now Available

Two new CIITS custom roles have been added to the Title drop-down field on the District Assignments tab in Infinite Campus. These new custom roles are CIITS District Leadership and CIITS School Leadership.

These custom roles may be added to district and school staff just like any other CIITS custom role. Districts should carefully review staff requests before assigning these new roles as the individuals with either of these roles will have the same permissions as leadership (principals and superintendents). It is recommended that these new roles be used only for select individuals such as instructional supervisors, assistant principals, directors of federal programs, etc.

All custom roles that are assigned on the District Assignments tab in Infinite Campus are related to an institution (district office or school). It is important to remember that the user will have the custom role at the institutional level where the custom role is assigned. If the custom role is assigned at the district office, the user will have the custom role at all institutions in the district. If the custom role is assigned at a school, then the user will have the custom role assigned only at that school.

For detailed steps and screenshots on assigning default and custom roles for district and school staff, please see the *Assigning CIITS Roles and Permissions through Infinite Campus* training document.

PGES Webcast

The next PGES webcast is scheduled for **3 p.m. ET Wednesday, Sept. 25**. This webcast will include current district leaders who are implementing the PGES pilot. Connections between the Teacher and Principal Professional Growth and Effectiveness systems will be highlighted. The webcast also will address frequently asked questions from the field in addition to giving those in districts an opportunity to share how they are approaching implementation. This webcast and all archived KDE webcasts can be found on the KDE Media Portal.

RESOURCE: Questioning to Improve Learning and Thinking

In this issue, *Questioning to Improve Learning and Thinking* provides guidance on the elements of using questioning techniques to improve classroom instruction for teachers. This video is available through PD360 at www.pd360.com/index.cfm?ContentId=456.